

Name _____ Date _____ Teacher _____

Fourth Grade Module 6: Mid-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

Module 6: Mid-Module Assessment			
Question	Domain	Standards	
	Number and Operations – Fractions	4.NF.5	4.NF.6
1	1 2 3 4		X
2	1 2 3 4	X	X
3	1 2 3		X
4	1 2 3	X	
5	1 2 3 4	X	X
6	1 2 3 4	X	X

Domain Score	Number and Operations - Fractions	
Total Points		
Level	4	21-22 points
	3	15-20 points
	2	9-14 points
	1	6-8 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Grade 4 Module 6 Mid-Module Assessment Task Score Sheet (continued)

Mid-Module Assessment Task (Topics A–B) Standards Addressed
<p>Understand decimal notation for fractions, and compare decimal fractions.</p> <p>4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)</i></p> <p>4.NF.6 Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i></p>